



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221835

DfES Number: 521684

INSPECTION DETAILS

Inspection Date	11/12/2003
Inspector Name	Susan Christine McGuire

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Upwood And Raveley Pre-school Playgroup
Setting Address	Upwood CP School, Ramsey Road Upwood, Ramsey Huntingdon Cambridgeshire PE26 2QA

REGISTERED PROVIDER DETAILS

Name	The Committee of Upwood & Raveley Pre School Playgroup 1027346
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ORGANISATION DETAILS

Name	Upwood & Raveley Pre School Playgroup
Address	Upwood County Primary School Ramsey Road, Upwood Ramsey, Huntingdon Cambridgeshire PE26 2QA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Upwood and the Raveleys Pre-School Playgroup opened in 1979. It operates from the dining-area of the village primary school. The group serves the local area.

There are currently 19 children from 2 to 5 years on roll. This includes 6 funded 3 year olds and 1 funded 4 year old. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who are bi-lingual.

The group opens 3 - 5 days a week during school term times, according to demand. Sessions are from 9.00 am until 11.30 am.

Two full-time staff work with the children and there are two relief assistants available. Over half the staff have early years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Child Care partnership (EYDCP).

How good is the Day Care?

Upwood and the Raveleys Pre-School Playgroup provides good care for children.

Training is given a high importance and staff are continually updating their skills by taking relevant courses. They work very well as a team, daily preparing the premises to create a welcoming environment for both children and their carers. Good paperwork and policies support the day-to-day running of the group, although the uncollected child procedure requires some development.

The staff have a good awareness of the safety and security issues of shared premises, and good procedures are in place to ensure that the children are safe when in the setting. Staff are trained in the area of child protection. Children are encouraged to develop good routines for managing their personal hygiene. Snacks are healthy and nutritious.

Children are offered a wide range of activities which support their development well. They benefit from having a variety of free-choice as well as adult-led activities, which fosters their independence and confidence. Staff manage behaviour well and children are encouraged to consider the feelings of others. Children with special needs are supported well and included in all aspects of the session.

Partnership with parents is good. They have full access to a range of information about the setting, and policies are available on the notice-board. They are kept fully informed about their child's progress through daily, informal discussions and in regular open evenings.

What has improved since the last inspection?

At the last inspection the group agreed to carry out some repairs to the floor coverings and to make amendments to certain policies. The damaged floor-covering has been taken out of use and new coverings are in place, making the surface safer for the children. A written procedure for outings and a comprehensive written procedure for the administration of medicines has been added to the policies. All policies have been reviewed and are readily available to parents.

What is being done well?

- Staff provide an excellent range of activities to support children's learning and play.
- There are very good relationships between children and staff, and between the children themselves. Children are very caring towards each other, and behaviour is good.
- Partnership with parents is given a high priority. They feel very welcome in the setting and have a good level of involvement with their children's learning.

An aspect of outstanding practice:

Staff have a very caring attitude and work hard to ensure that the needs of all children are well-met. They are proactive in identifying, and seeking help and support for, children with special needs.

What needs to be improved?

- the uncollected child procedure, so that it includes what action will be taken if none of the named persons can be contacted.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
14	develop the uncollected child procedure so that all eventualities are covered.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Upwood and the Raveleys Pre-School Playgroup is of a high quality. It enables children to make very good progress in all six areas of learning.

The quality of teaching is excellent. Staff create a relaxed atmosphere where children are relaxed, confident and interested. They value children's ideas and praise their efforts. Knowledge of the Foundation Stage and the early learning goals is very good and staff fully understand the learning intentions of planned activities. They have good questioning skills and take opportunities to extend children's vocabulary and mathematical thought. Planning is clear and effective and assessment is used well to inform short-term plans for individual children. Staff show a commitment to on-going training.

Parents are provided with clear information in a well-presented handbook, which includes comprehensive information about the six areas of learning. The policies of the group are displayed on the notice-board, along with other useful information. Parents' contributions to their children's learning is valued and encouraged as they share milestones and achievements with staff on an on-going basis. They are also invited to share their culture in the group. Volunteers are very clear in the roles they play during sessions. Parents speak very well of the setting.

The staff work well as a team and aware of their roles. There is mutual respect between staff and management. The group benefits from having had a consistent chairperson for three years, who knows the setting well, and understands the progress being made in the provision for nursery education. Staff training needs are supported by the management and good procedures are in place for recruitment and induction of new staff. A formal system of self-evaluation is carried out and acted on in order to keep standards high for the children. Both staff and management maintain excellent links with the primary school.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident to participate fully in activities, to select resources, and they are learning to consider the needs of others. Relationships between adults and children in the setting are very good.
- Children are making very good progress in mathematical and language skills, through the provision of a wide variety of planned and unplanned experiences.
- There is an excellent partnership with parents. Their involvement in the setting is encouraged and valued, and they participate in their child's learning.

What needs to be improved?
<ul style="list-style-type: none">• opportunities for children to explore how things work.

What has improved since the last inspection?
<p>Very good progress has been made in addressing the key issues identified at the last inspection.</p> <p>Children now have regular opportunities to explore sound through activities planned by the member of staff responsible for music development.</p> <p>I.T. skills are being developed through the use of programmable toys, and by children operating cameras and cassette-players, and using calculators and telephones in role-play.</p> <p>Staff record children's progress and planning and assessment is used effectively.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy and relaxed in the setting and respond to activities with interest and enthusiasm. They are confident to choose activities and select resources. Staff encourage children to self-care e.g. using tissues and putting coats on, and to consider the needs of others. Children share activities well and take turns. Behaviour is good. Staff constantly give children verbal praise and encouragement, and award 'celebration' certificates for all levels of achievement.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident in recognising letter-sounds and older children can write their names unaided. They access books for pleasure and information, and respond well to group stories, enjoying predicting what happens next. Most children are confident speakers in group situations and in conversation with staff. Staff introduce new vocabulary e.g. spatula in cooking activity. Children have varied experiences of mark making e.g. finger patterns in talcum powder and painting with toothbrushes.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count forwards and backwards in a variety of planned and unplanned activities e.g. number rhymes and everyday situations such as how many children in the toilet area. Staff encourage the use of positional and comparative language in activities such as cooking where children weigh ingredients and add 'more' or 'less.' Most children can recognise and write numerals, and they are confident in recognising shape and colour. Staff often ask questions which encourage problem-solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore and investigate enthusiastically both indoors and outdoors, and they are given appropriate tools for this e.g. magnifying glasses. They are developing a strong sense of time and place through topics which explore the local environment, and they discuss past and present events with understanding. Use of programmable toys and cameras develop I.T. skills, and opportunities are provided for children to design and construct, but they have limited experience of how things work.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and with control on a range of indoor and outdoor equipment which enables them to climb, balance, crawl and pedal. They show an awareness of space. A variety of tools are used with increasing confidence and children are aware of which tools to choose for tasks e.g. string and sellotape to wrap parcels. Staff encourage health and bodily awareness in topic work and by taking opportunities for children to listen to their heart-rate after exercise and responding to thirst.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy exploring a variety of textures and media as free-choice and planned activities e.g. textured dough, paint, chalks and different adhesives. Children like to sing and move enthusiastically to music. Musical instruments are used and children also make their own as a planned activity. Sound and rhythm is explored. There are daily opportunities for role-play and staff become involved when invited to. Children's art-work is valued and displayed.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- opportunities for the children to explore how things work.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.